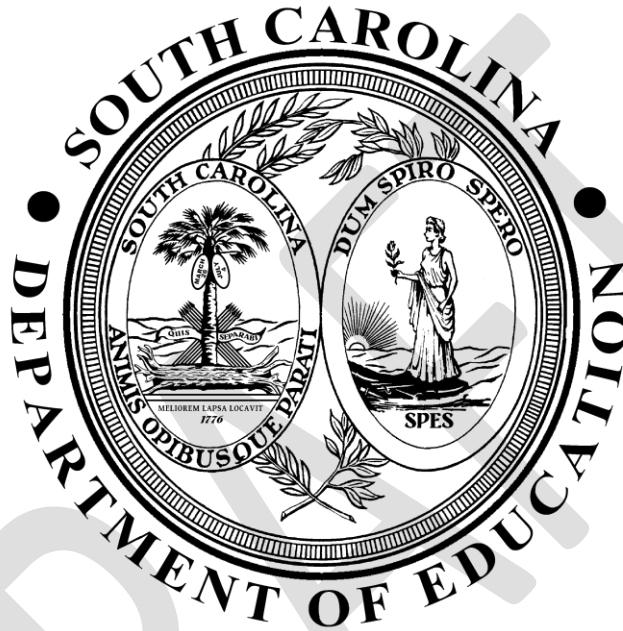


STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

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Crosswalk to the
South Carolina Early Learning Standards

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Introduction

Children’s experiences before they enter school matter. Research shows that children who experience high-quality care and education, and who enter school well-prepared, are more successful in school and later in their lives. Therefore, the South Carolina Early Learning Standards (*SC-ELS*) were created to be a resource for all programs serving young children in South Carolina. The *SC-ELS* provide support for teachers working with children from all cultural and linguistic backgrounds and with children with divergent learning needs. Teachers and caregivers can turn to the *SC-ELS* to plan for meaningful age-appropriate experiences. The *SC-ELS* serves as the shared vision for what we want for our state’s children, and answers the question “What foundational skills do children need to experience success in school?” By providing this common set of Goals and Developmental Indicators for children from birth through kindergarten entry, our hope is that family members, educators, administrators, and policy makers together can do the best job possible to provide experiences that help children be well prepared for success in school and life.

In order to make the transition to kindergarten smoother and improve the students’ readiness for the challenges of elementary school, standards for our early learners must be aligned with those in the elementary school. According to the Center for Public Education, there are several characteristics of high-quality pre-kindergarten programs. One such characteristic is standards alignment. Research shows that standards alignment beginning with pre-kindergarten standards is imperative to sustaining positive effects throughout the elementary years (March 2007).

What is the *Crosswalk to the South Carolina Early Learning Standards*?

The *Crosswalk to the South Carolina Early Learning Standards* provides educators, caregivers, parents and families a side-by-side vision of early learning development and:

- horizontally aligns with the *South Carolina College and Career Ready Kindergarten Standards (SC-CCR)*,
- highlights the bridge of developmental indicators from older preschoolers to kindergarten, and
- shows a representation of the whole child.

APPROACHES TO LEARNING

Curiosity, Information-Seeking, and Eagerness

Goal APL-1: Children show curiosity and express interest in the world around them.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Discover things that interest and amaze them and seek to share them with others. <i>APL-1m</i></p> <p>Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). <i>APL-1n</i></p> <p>Show interest in a growing range of topics, ideas, and tasks. <i>APL-1o</i></p> <p>Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dancing, building skills). <i>APL-1p</i></p>	<p><i>K-I.1.1:</i> Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.</p> <p><i>K-I.2.1:</i> With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p> <p><i>K-I.3.2:</i> With guidance and support, select information, revise ideas, and record and communicate findings.</p>
Goal APL-2: Children actively seek to understand the world around them.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Ask questions to find out more about the things that interest them, including questions about future events. <i>APL-2l</i></p> <p>Choose among different ways to explore the environment based on experience (use a magnifying glass that the class used before to explore something new). <i>APL-2m</i></p> <p>Use what they know from experience to understand what is happening now (get an umbrella to go outside because it is raining). <i>APL-2n</i></p>	<p><i>K-I.1.1:</i> Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.</p> <p><i>K-I.3.1:</i> With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.</p> <p><i>K-I.4.1:</i> With guidance and support, discover relationships and patterns during the inquiry process.</p>

Play and Imagination

Goal APL-3: Children engage in increasingly complex play.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Develop and sustain more complex pretend play themes in cooperation with peers. <i>APL-3r</i></p> <p>Use more complex and varied language to share ideas and influence others during play. <i>APL-3s</i></p> <p>Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). <i>APL-3t</i></p> <p>Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what we eat for breakfast.”). <i>APL-3u</i></p>	<p><i>K-C.1.1:</i> Explore and create meaning through play, conversation, drama, and storytelling.</p> <p><i>K-C.1.2:</i> Practice the skills of taking turns, listening to others, and speaking clearly.</p> <p><i>K-C.1.3:</i> Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</p> <p><i>K-C.1.5:</i> Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p>
Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Plan play scenarios (dramatic play, construction), and use or create a variety of props or tools to enact them. <i>APL-4l</i></p> <p>Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. <i>APL-4m</i></p> <p>Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. <i>APL-4n</i></p> <p>Make up stories, songs, or dances for fun during play. <i>APL-4o</i></p> <p>Invents new games. <i>APL-4p</i></p>	<p><i>K-C.1.2:</i> Practice the skills of taking turns, listening to others, and speaking clearly.</p> <p><i>K-C.3.1:</i> Explore how ideas and topics are depicted in a variety of media and formats.</p> <p><i>K-C.3.2:</i> Use appropriate props, images, or illustrations to support verbal communication.</p> <p><i>K-C.5.1:</i> Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.</p> <p><i>K-C.5.2:</i> Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.</p>

Risk-Taking, Problem-Solving, and Flexibility

Goal APL-5: Children are willing to try new and challenging experiences.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
Express a belief that they can do things that are hard. <i>APL-5o</i>	<i>K-I.1.1:</i> Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.
Approach new experiences independently. <i>APL-5p</i>	
Ask to participate in new experiences that they have observed or heard about. <i>APL-5q</i>	<i>K-I.2.1:</i> With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
Independently seek new challenges. <i>APL-5r</i>	

Goal APL-6: Children use a variety of strategies to solve problems.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
Seek and make use of ideas and help from adults and peers to solve problems (“How can I make this paint get off my pants?”). <i>APL-6n</i>	<i>K-I.2.1:</i> With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.
Describe the steps they will use to solve a problem. <i>APL-6o</i>	<i>K.I.3.1:</i> With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.
Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. <i>APL-6p</i>	
Explain how they solved a problem to another person. <i>APL-6q</i>	<i>K-C.1.5:</i> Explain personal ideas and build on the ideas of others by responding and relating to comments made.

Attentiveness, Effort and Persistence

Goal APL-7: Children demonstrate initiative.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). <i>APL-7k</i></p> <p>Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). <i>APL-7l</i></p>	

Goal APL-8: Children maintain attentiveness and focus.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Sometimes able to focus on what is relevant to a task (sort multicolored wooden beads by shape). <i>APL-8k</i></p> <p>Consistently remain engaged in self-directed activities. <i>APL-8l</i></p> <p>Shift attention back to a task after having been diverted from it. <i>APL-8m</i></p>	

Goal APL-9: Children persist in challenging activities.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). <i>APL-9i</i></p> <p>Plan and follow through on longer-term tasks (planting a seed and caring for the plant). <i>APL-9j</i></p> <p>Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). <i>APL-9k</i></p>	<p>Physical Education</p> <p><i>K-5.3:</i> Demonstrate a willingness to learn new fundamental movement skills and try new games.</p> <p><i>K-5.4:</i> Continue to participate/practice in physical activities after being unsuccessful in initial attempts.</p> <p><i>K-5.5</i> Identify his or her likes and dislikes with regard to participating in physical activities.</p>

EMOTIONAL AND SOCIAL DEVELOPMENT

Developing a Sense of Self

Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). <i>ESD-1o</i></p> <p>Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). <i>ESD-1p</i></p> <p>Choose to spend more time on preferred activities, and express awareness of skills they are developing. <i>ESD-1q</i></p>	<p>Physical Education</p> <p><i>K-5.3:</i> Demonstrate a willingness to learn new fundamental movement skills and try new games.</p> <p><i>K-5.4:</i> Continue to participate/practice in physical activities after being unsuccessful in initial attempts.</p> <p><i>K-5.5:</i> Identify his or her likes and dislikes with regard to participating in physical activities.</p> <p>Social Studies</p> <p><i>K-1.1:</i> Identify the location of his or her home, school, neighborhood, and city or town on a map.</p> <p><i>K-1.3:</i> Identify his or her personal connections to places, including home, school, neighborhood, and city or town.</p>

Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. <i>ESD-2n</i></p> <p>Express the belief that they can do many things. <i>ESD-2o</i></p> <p>Stick with tasks even when they are challenging. <i>ESD-2p</i></p> <p>Express opinions about their abilities in different areas (“I’m a good friend.” “I can run fast.” “I know all my letters!”). <i>ESD-2q</i></p>	<p>Health</p> <p><i>M-K.1.1:</i> Define the term “feelings” (for example, happy, sad, angry).</p> <p><i>M-K.4.1:</i> Name healthy ways to express needs, wants, and feelings.</p> <p>Physical Education</p> <p><i>K-5.3:</i> Demonstrate a willingness to learn new movement skills and try new games.</p> <p><i>K-5.4:</i> Continue to participate/practice in physical activities after being unsuccessful in initial attempts.</p>

Developing a Sense of Self with Others

Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). <i>ESD-3t</i></p> <p>Form positive relationships with new teachers or caregivers over time. <i>ESD-3u</i></p> <p>Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). <i>ESD-3v</i></p>	<p><i>K-C.1.1</i>: Explore and create meaning through conversation, drama, questioning, and story-telling.</p> <p><i>K-W.4.8</i>: Produce and expand sentences.</p>

Goal ESD-4: Children form relationships and interact positively with other children.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). <i>ESD-4p</i></p> <p>Form and maintain friendships with other children of diverse cultural backgrounds and abilities. <i>ESD-4q</i></p> <p>Seek and give support with children they identify as friends. <i>ESD-4r</i></p> <p>Use language effectively to have conversations with other children and influence another child's behavior (negotiate sharing a toy, plan how to build a block tower together). <i>ESD-4s</i></p> <p>Play and interact cooperatively with other children (work on project together, exchange ideas). <i>ESD-4t</i></p>	<p><i>K-C.1.1</i>: Explore and create meaning through play, conversation, drama, and story-telling.</p> <p><i>K-C.1.2</i>: Practice the skills of taking turns, listening, to others, and speaking clearly.</p> <p><i>K-C.1.4</i>: Participate in shared conversations with varied partners about focused grade level topics in small and large groups.</p> <p><i>K-C.1.5</i>: Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p>

Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Follow social rules, transitions, and routines that have been explained to them. <i>ESD-5r</i></p> <p>Make requests clearly and effectively most of the time. <i>ESD-5s</i></p> <p>Balance their own needs with those of others in the group. <i>ESD-5t</i></p> <p>Anticipate consequences and plan ways to solve problems effectively, with guidance and support. <i>ESD-5u</i></p> <p>Use a variety of strategies to solve problems and conflicts with increasing independence. <i>ESD-5v</i></p> <p>Express respect and caring for all people, including people with disabilities. <i>ESD-5w</i></p> <p>Recognize and honor cultural differences. <i>ESD-5x</i></p>	<p>Health</p> <p><i>M-K.4.1:</i> Name healthy ways to express needs, wants, and feelings.</p> <p><i>M-K.3.1:</i> Explain ways to identify trustworthy adults who can help him or her deal with personal feelings.</p> <p><i>K-C.1.2:</i> Practice the skills of taking turns, listening to others and speaking clearly.</p> <p><i>K-C.1.3:</i> Practice the skills of taking turns, listening to others, and speaking clearly.</p> <p><i>K-C.1.4:</i> Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.</p> <p><i>K-C.1.5:</i> Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p>

Learning About Feelings

Goal ESD-6: Children identify, manage, and express their feelings.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Express a range of emotions happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. <i>ESD-6o</i></p> <p>Independently manage and express feelings effectively most of the time. <i>ESD-6p</i></p> <p>Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”). <i>ESD-6q</i></p>	<p>Health</p> <p><i>M-K.1.:</i> Define the term “feelings” (for example, happy, sad, angry).</p> <p><i>M-K.3.1:</i> Explain ways to identify trustworthy adults who can help him or her deal with personal feelings.</p> <p><i>M-K.4.1:</i> Name healthy ways to express needs, wants, and feelings.</p> <p><i>I-K.4.2:</i> Explain ways to identify trustworthy adults to tell when someone is in need of help, feels threatened, or has been harmed.</p>

Goal ESD-6: Children identify, manage, and express their feelings.	
<p>Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”). <i>ESD-6r</i></p> <p>Use problem-solving strategies when feeling angry or frustrated. <i>ESD-6s</i></p>	

Goal ESD 7: Children recognize and respond appropriately to the needs and feelings of others.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Communicate understanding and empathy for others’ feelings. <i>ESD-7n</i></p> <p>Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”). <i>ESD-7o</i></p> <p>Choose to act in ways that show respect for others’ feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). <i>ESD-7p</i></p>	<p>Health</p> <p><i>M-K.1.1:</i> Define the term “feelings” (for example, happy, sad, angry).</p> <p><i>M-K.3.1:</i> Explain ways to identify trustworthy adults who can help him or her deal with personal feelings.</p> <p><i>M-K.4.1:</i> Name healthy ways to express needs, wants, and feelings.</p> <p><i>I-K.4.2:</i> Explain ways to identify trustworthy adults to tell when someone is in need of help, feels threatened, or has been harmed.</p> <p><i>K-C.1.2:</i> Practice the skills of taking turns, listening to others, and speaking clearly.</p> <p><i>K-C.1.5:</i> Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p>

HEALTH AND PHYSICAL DEVELOPMENT

Physical Health and Growth

Goal HPD-1: Children develop healthy eating habits.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Try new foods. <i>HPD-1s</i></p> <p>Feed themselves with utensils independently. <i>HPD-1t</i></p> <p>Given a selection of familiar foods, identify which foods are nutritious and which are not. <i>HPD-1u</i></p> <p>Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). <i>HPD-1v</i></p> <p>Name foods and beverages that help to build healthy bodies. <i>HPD-1w</i></p>	<p>Health</p> <p><i>N-K.1.1:</i> Explain why the body needs food (including breakfast) and water.</p> <p><i>N-K.1.2:</i> Define the terms “healthy foods” and “snacks.”</p> <p><i>N-K.1.3:</i> Explain why the body needs daily physical activity.</p> <p><i>K-C.1.4:</i> Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.</p>

Goal HPD-2: Children engage in active physical play indoors and outdoors.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. <i>HPD-2o</i></p> <p>Communicate ways physical activity keeps us healthy and makes us feel good. <i>HPD-2p</i></p> <p>Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). <i>HPD-2q</i></p> <p>Transition independently from active to quiet activities most of the time. <i>HPD-2r</i></p>	<p>Health</p> <p><i>N-K.1.3:</i> Explain why the body needs daily physical activity.</p> <p><i>N-K.6.1</i> Set a goal to be active at recess.</p> <p>Physical Education</p> <p><i>K-3.1:</i> Sustain moderate-to-vigorous physical activity for short periods of time.</p> <p><i>K-3.2:</i> Engage in sustained physical activity that causes an increased heart rate, and rapid breathing.</p> <p><i>K-5.1:</i> Participate willingly in individual and group physical activities.</p> <p><i>K-C.1.4:</i> Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.</p>

Goal HPD-2: Children engage in active physical play indoors and outdoors.	
Goal HPD-3: Children develop healthy sleeping habits.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Develop strength and stamina by spending extended periods of time engaged in active physical play indoors and out. <i>HPD-2o</i></p> <p>Communicate ways physical activity keeps us healthy and makes us feel good. <i>HPD-2p</i></p> <p>Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). <i>HPD-2q</i></p> <p>Transition independently from active to quiet activities most of the time. <i>HPD-2r</i></p>	<p>Health</p> <p><i>P-K.1.5:</i> Explain why getting enough sleep is important.</p> <p><i>P-K.1.3:</i> Name behaviors that affect personal health (for example, bathing, washing hands, eating healthy foods).</p>

Motor Development

Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Coordinate movement of upper and lower body. <i>HPD-4p</i></p> <p>Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). <i>HPD-4q</i></p> <p>Move quickly through the environment and stop (run fast, pedal fast). <i>HPD-4r</i></p> <p>Show awareness of own body in relation to other people and objects while moving through space. <i>HPD-4s</i></p>	<p>Physical Education</p> <p><i>K-1.1:</i> Travel with control forward and sideways using a variety of locomotor skills (including run, jump, hop, gallop, and slide) and change directions in response to a signal or obstacle.</p> <p><i>K-1.2:</i> Move in general space in a controlled manner to avoid contact with people and objects and be able to stop in control on command.</p> <p><i>K-1.4:</i> Support body weight on a variety of body parts while maintaining stillness (for example, balancing on two hands and a foot).</p> <p><i>K-1.5:</i> Demonstrate controlled traveling, rolling, and balancing actions with or without equipment.</p>

Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). <i>HPD-5m</i></p> <p>Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). <i>HPD-5n</i></p> <p>Use tools that require strength and dexterity of small muscles with a moderate degree of control (spray bottle, hole puncher). <i>HPD-5o</i></p>	

Self-Care

Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Use language to ask adults or peers specifically for the kind of help needed in a particular situation. <i>HPD-6i</i></p> <p>Consistently use strategies to calm themselves when needed. <i>HPD-6j</i></p>	<p>Health <i>M-K.3.1:</i> Explain ways to identify trustworthy adults who can help him or her deal with personal feelings.</p> <p><i>M-K.4.1:</i> Name healthy ways to express needs, wants, and feelings.</p>

Goal HPD-7: Children develop independence in caring for themselves and their environment.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Use adaptive equipment, ask for help with positioning and movement, and/or participate in medical care routines as needed. <i>HPD-7q</i></p> <p>Dress and undress themselves independently. <i>HPD-7r</i></p> <p>Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). <i>HPD-7t</i></p>	<p>Health <i>P-K.1.1:</i> Define the term “germs.”</p> <p><i>P-K.1.2:</i> Define the terms “health,” “health behaviors,” “health checkups,” and “health risks.”</p> <p><i>P-K.1.3:</i> Name behaviors that affect personal health (for example, bathing, washing hands, eating healthy foods).</p>

Safety Awareness

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Avoid potentially dangerous behaviors. <i>HPD-8m</i></p> <p>Consistently recognize and avoid objects, substances, and activities, within the environment that might cause harm. <i>HPD-8n</i></p> <p>Independently follow established safety rules. <i>HPD-8o</i></p> <p>Identify people who can help them in the community (police, firefighter, nurse). <i>HPD-8p</i></p>	<p>Health</p> <p><i>I-K.1.1:</i> Identify ways to prevent common childhood injuries at home (falling down the stairs, drinking an unknown substance, finding a gun), school (climbing on playground equipment), or in the environment (running across the street, riding a bicycle, swimming, walking in a rainstorm, approaching an unknown animal).</p> <p><i>I-K.1.2:</i> Identify appropriate ways to deal with specific emergency situations.</p> <p><i>I-K.1.3:</i> Name ways to stay safe around strangers.</p> <p><i>I-K.1.4:</i> Explain what a person should do to deal with a minor injury (for example, cut, scrape, nosebleed).</p> <p><i>D-K.1.3:</i> Identify ways that drugs can be helpful or harmful.</p> <p><i>D-K.1.4:</i> Identify warning symbols on medicines, household cleaners, and yard chemicals.</p> <p><i>I-K.2.1:</i> Identify ways that family and friends can help a person stay safe and avoid injury.</p> <p><i>I-K.4.2:</i> Explain ways to identify trustworthy adults to tell when someone is in need of help, feels threatened, or has been harmed.</p> <p><i>I-K.5.1:</i> Identify situations that require action to protect personal safety.</p> <p><i>I-K.7.1:</i> Describe fire safety rules for home and school (for example, “if clothing is on fire, <i>stop, drop, and roll,</i>” “get out of the burning building and meet in a safe place,” “do not play with fire”).</p>

Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

I-K.7.2: Demonstrate ways to be safe as a pedestrian and as a passenger in a car and in a bus.

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LANGUAGE DEVELOPMENT AND COMMUNICATION

Learning to Communicate

Goal LDC-1: Children understand communications from others.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Show understanding of increasingly complex sentences. <i>LDC-1n</i></p> <p>Respond to requests for information or action. <i>LDC-1o</i></p> <p>Follow more detailed multistep directions. <i>LDC-1p</i></p>	<p><i>K-C.1.1:</i> Explore and create meaning through play, conversation, drama, and storytelling.</p> <p><i>K-C.1.2:</i> Practice the skills of taking turns, listening to others, and speaking clearly.</p> <p><i>K-C.1.3:</i> Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</p> <p><i>K-C.1.4:</i> Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.</p> <p><i>K-C.1.5:</i> Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p> <p><i>K-C.2.2:</i> With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.</p> <p><i>K-W.4.8:</i> Produce and expand complete sentences.</p>

Goal LDC-2: Children participate in conversations with peers and adults.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). <i>LDC-2l</i></p> <p>Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. <i>LDC-2m</i></p> <p>Initiate and participate in conversations related to interests of their own or the persons they are communicating with. <i>LDC-2n</i></p> <p>Participate in a group discussion, making comments and asking questions related to the topic. <i>LDC-2o</i></p> <p>Show an appreciation for and can use humor appropriately. <i>LDC-2p</i></p>	<p><i>K-C.1.1:</i> Explore and create meaning through play, conversation, drama, and storytelling.</p> <p><i>K-C.1.2:</i> Practice the skills of taking turns, listening to others, and speaking clearly.</p> <p><i>K-C.1.3:</i> Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</p> <p><i>K-C.1.4:</i> Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.</p> <p><i>K-C.1.5:</i> Explain personal ideas and build on the ideas of others by responding and relating to comments made.</p> <p><i>K-W. 4.8:</i> Produce and expand complete sentences.</p>

Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Answer more complex questions with an explanation (“I didn’t like camping out because it rained.” “Emily is my friend because she’s nice to me.”) <i>LDC-3f</i></p> <p>Ask specific questions to learn more about their world, understand tasks, and solve problems. <i>LDC-3g</i></p>	<p><i>K-C.2.1:</i> With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.</p> <p><i>K-C.2.2:</i> With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.</p> <p><i>K-W.4.3:</i> With guidance and support, understand and use interrogatives.</p> <p><i>K-W.4.8:</i> Produce and expand sentences.</p>

Goal LDC-4: Children communicate thoughts, feelings, and ideas clearly.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. <i>LDC-4k</i></p> <p>Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). <i>LDC-4l</i></p> <p>Speak clearly enough to be understood by most people. <i>LDC-4m</i></p> <p>States point of view, likes and dislikes. <i>LDC-4n</i></p> <p>Relays messages accurately. <i>LDC-4o</i></p> <p>Expresses ideas in more than one way. <i>LDC-4p</i></p>	<p><i>K-C.1.1:</i> Explore and create meaning through play, conversation, drama, and storytelling.</p> <p><i>K-C.1.2:</i> Practice the skills of taking turns, listening to others, and speaking clearly.</p> <p><i>K-C.1.3:</i> Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</p> <p><i>K-C.1.4:</i> Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.</p> <p><i>K-C.2.1:</i> With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.</p> <p><i>K-C.2.2:</i> With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.</p> <p><i>K-C.3.2:</i> Use appropriate props, images, or illustrations to support verbal communication.</p>

Goal LDC-5: Children describe familiar people, places, things, and events.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Describe experiences and create and/or retell longer narratives. <i>LDC-5f</i></p>	<p><i>K-C.1.1:</i> Explore and create meaning through play, conversation, drama, and story-telling.</p> <p><i>K-C.2.1:</i> With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.</p> <p><i>K-W.3.1:</i> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they</p>

Goal LDC-5: Children describe familiar people, places, things, and events.	
	<p>occurred, and to provide a reaction to what happened.</p> <p><i>K-W.3.2: With guidance and support, plan, revise, and edit building on personal ideas and ideas of others to strengthen writing.</i></p>

Goal LDC-6: Children use most grammatical constructions of their home language well.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Speak in full sentences that are grammatically correct most of the time. <i>LDC-6i</i></p>	<p><i>K-C.1.2: Practice the skills of taking turns, listening to others, and speaking clearly.</i></p> <p><i>K-C.1.4: Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.</i></p> <p><i>K-W.4.1: With guidance and support, use nouns.</i></p> <p><i>K-W.4.2: With guidance and support, form regular plural nouns orally by adding /s/s or /es/.</i></p> <p><i>K-W.4.3: With guidance and support, understand and use interrogatives.</i></p> <p><i>K-W.4.4: With guidance and support, use verbs.</i></p> <p><i>K-W.4.5: With guidance and support, use adjectives.</i></p> <p><i>K-W.4.6: With guidance and support, use prepositional phrases.</i></p> <p><i>K-W.4.7: With guidance and support, use conjunctions.</i></p>

Goal LDC-7: Children respond to and use a growing vocabulary.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Repeat familiar songs, chants, or rhymes. <i>LDC-7p</i></p> <p>Use a growing vocabulary that includes many kinds of words to express ideas clearly. <i>LDC-7q</i></p> <p>Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). <i>LDC-7r</i></p> <p>Distinguishes between real and made up words. <i>LDC-7s</i></p>	<p><i>K-C.5.1:</i> Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.</p> <p><i>K-C.5.2:</i> Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.</p> <p><i>K-RL.10.1:</i> With guidance and support, ask and answer questions about known and unknown words.</p> <p><i>K-RL.10.6:</i> With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</p> <p><i>K-RI.9.1:</i> With guidance and support, ask and answer questions about known and unknown words.</p> <p><i>K-RI.9.5:</i> With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>

Foundations for Reading

Goal LDC-8: Children develop interest in books and motivation to read.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Engage in reading behaviors independently with increased focus for longer periods of time. <i>LDC-8m</i></p> <p>Use and share books and print in their play. <i>LDC-8n</i></p> <p>Listen to and discuss increasingly complex storybooks, information books, and poetry. <i>LDC-8o</i></p>	<p><i>K-RL.13.1 & RI.12.1:</i> Engage in whole and small group reading with purpose and understanding.</p> <p><i>K-RL.13.2:</i> Read independently for sustained periods of time to build stamina.</p> <p><i>K-RL.13.3 & RI.12.3:</i> Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p> <p><i>K-RI.12.2:</i> Read independently for sustained periods of time.</p>

Goal LDC-9: Children develop book knowledge and print awareness.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Hold a book upright while turning pages one by one from front to back. <i>LDC-9k</i></p> <p>Recognize print in different forms for a variety of functions (writing a message to a friend, pointing to print and saying, “Those words tell the story”, or reading familiar signs in the environment). <i>LDC-9l</i></p> <p>Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). <i>LDC-9m</i></p> <p>With prompting and support, run their finger under or over print as they pretend to read text. <i>LDC-9n</i></p> <p>Demonstrate an understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). <i>LDC-9o</i></p> <p>Identify their name and the names of some friends when they see them in print. <i>LDC-9p</i></p>	<p><i>K-RL. 1.1:</i> Follow words from left to right, top to bottom, and front to back.</p> <p><i>K-RL. 1.2 & K-RI. 1.2:</i> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><i>K-RL. 1.3 & K-RI. 1.3:</i> Understand that words are separated by spaces in print.</p> <p><i>K-RL. 1.4 & K-RI. 1.4:</i> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><i>K-RI. 1.1:</i> Follow words from left to right, top to bottom, and front to back.</p> <p><i>K-RL. 12.1:</i> Recognize and sort types of literary texts.</p> <p><i>K-RI. 11.1:</i> With guidance and support, explore informational text structures within texts heard or read.</p>

Goal LDC-10: Children comprehend and use information presented in books and other print media.

Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Imitate the special language in story- books and story dialogue with accuracy and detail. <i>LDC-10o</i></p> <p>Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. <i>LDC-10p</i></p> <p>Use knowledge of the world to make sense of more challenging texts. <i>LDC-10q</i></p> <p>Relate personal experiences to an increasing variety of events described in familiar and new books. <i>LDC-10r</i></p> <p>Ask more focused and detailed questions about a story or the information in a book. <i>LDC-10s</i></p> <p>Discuss storybooks by responding to questions about what is happening and predicting what will happen next. <i>LDC-10t</i></p> <p>Discuss storybooks by responding to questions about the beginning, middle, and end of the story. <i>LDC-10u</i></p>	<p><i>K-RL. 4.1 & K-RI.4.1:</i> Read emergent-reader texts with purpose and understanding.</p> <p><i>K-RL.13.1:</i> Engage in whole and small group reading with purpose and understanding.</p> <p><i>K-RL.13.3:</i> Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p> <p><i>K-RL.7.1:</i> With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.</p> <p><i>K-RL.5.1 & K-RI. 5.1:</i> With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.</p> <p><i>K-RL.5.27 K-RI.5.2:</i> With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p><i>K-RI. 8.1:</i> With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.</p> <p><i>K-RI. 12.1:</i> Engage in whole and small group reading with purpose and understanding.</p> <p><i>K-RI.12.3:</i> Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>

Goal LDC-11: Children develop phonological awareness.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Distinguishes between similar sounding words (e.g. tree and three). <i>LDC-11j</i></p> <p>Enjoy rhymes and wordplay, with songs, poems, and books and sometimes add their own variations. <i>LDC-11k</i></p> <p>Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. <i>LDC-11l</i></p> <p>Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. <i>LDC-11m</i></p> <p>Associate sounds with specific words, such as awareness that different words begin with the same sound. <i>LDC-11n</i></p>	<p><i>K-C.5.1:</i> Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.</p> <p><i>K-C.5.2:</i> Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.</p> <p><i>K-RL.2.1 & K-RI.2.1:</i> Recognize and produce rhyming words.</p> <p><i>K-RL.1.2 & K-RI.1.2:</i> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><i>K-RL.2.4 & K-RI.2.4:</i> Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.</p> <p><i>K-RL.3.1 & K-RI.3.1:</i> Produce one-to-one letter-sound correspondences for each consonant.</p>

Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Demonstrate an interest in learning the alphabet. <i>LDC-12e</i></p> <p>Show they know that letters function to represent sounds in spoken words. <i>LDC-12f</i></p> <p>Recognize and name many letters of the alphabet, especially those in their own name and in the names of others who are important to them. <i>LDC-12g</i></p> <p>Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “A-a-apple.”). <i>LDC-12h</i></p>	<p><i>K-RL.1.4 & K-RI.1.4:</i> Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><i>K-RL.2.4 & K-RI.2.4:</i> Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.</p> <p><i>K-RL.3.1 & K-RI.3.1:</i> Produce one-to-one letter-sound correspondences for each consonant.</p>

Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.

Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.
LDC-12i

Foundations for Writing

Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.

<p>Older Preschoolers 48 to 60+ months</p>	<p>5K SC-CCR Standards</p>
<p>Represent thoughts and ideas in drawings and by writing letters or letter-like forms. <i>LDC-13f</i></p> <p>Incorporate representations of signs, logos or other commonly used symbols into their drawing or writing to communicate the messages that they convey. <i>LDC-13g</i></p> <p>Communicate their thoughts for an adult to write. <i>LDC-13h</i></p> <p>Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at a writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). <i>LDC-13i</i></p> <p>Engage in discussions regarding different purposes (enjoyment, information) and forms of writing (narrative, informational, and opinion). <i>LDC-13j</i></p>	<p><i>K-W.1.1:</i> Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.</p> <p><i>K-W.2.1:</i> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.</p> <p><i>K-W.3.1:</i> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p> <p><i>K-W.6.1:</i> With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.</p>

Goal LDC-14: Children use knowledge of letters in their attempts to write.

<p>Older Preschoolers 48 to 60+ months</p>	<p>5K SC-CCR Standards</p>
<p>Use known letters and approximations of letters to write their own name and some familiar words. <i>LDC-14d</i></p>	<p><i>K-W.5.3:</i> Write letter(s) for familiar consonant and vowel sounds.</p> <p><i>K-W.5.4:</i> Spell simple words phonetically.</p>

Goal LDC-14: Children use knowledge of letters in their attempts to write.	
Try to connect the sounds in a spoken word with letters in the written word (write “M” and say, “This is Mommy.”). <i>LDC-14e</i>	<i>K-W.6.2: Print upper-and lower-case letters.</i>

Goal LDC-15: Children use writing skills and conventions.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
Use a variety of writing tools and materials with increasing precision. <i>LDC-15i</i>	<i>K-W. 1.2: With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</i>
Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press <i>Enter</i> key on computer after typing a series of “words”). <i>LDC-15j</i>	<i>K-W. 2.2: With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</i>
Use some conventional letters in their writing. <i>LDC-15k</i>	<i>K-W. 3.2: With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</i>
	<i>K-W. 5.1: Capitalize the first word in a sentence and the pronoun I.</i>
	<i>K-W. 5.2: Recognize and name the end punctuation.</i>
	<i>K-W.5.4: Spell simple words phonetically.</i>
	<i>K.W-5.5: Consult print and multimedia resources to check and correct spelling.</i>
	<i>K-W.6.1: With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.</i>
	<i>K-W.6.2: Print upper-and lower-case letters.</i>
	<i>K-W.6.3: Recognize that print moves from left to right and that there are spaces between words.</i>

MATHEMATICAL THINKING AND EXPRESSION

Foundations for Number Sense

Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. <i>MTE-1q</i>	<i>K.NS.7:</i> Determine whether the number of up to ten objects in one group is <i>more than, less than, or equal to</i> the number of up to ten objects in another group using matching and counting strategies.
Show an understanding of magnitude by recognizing larger sets when compared to smaller sets and describe how they are different. <i>MTE-1r</i>	<i>K.NS.8:</i> Compare two written numerals up to 10 using <i>more than, less than or equal to</i> .
Rote count to 20 with increasing accuracy. <i>MTE-1s</i>	<i>K.NS.1:</i> Count forward by ones and tens to 100. <i>K.N.S.2:</i> Count forward by ones beginning from any number less than 100.
Count up to 10 objects in a variety of ways (for example, left to right, right to left, in stacks, etc.) <i>MTE-1t</i>	<i>K.NS.4b:</i> the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);
Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many are there?” <i>MTE-1u</i>	<i>K.NS.5:</i> Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner. <i>K.NS.4a:</i> the last number said tells the number of objects in the set (cardinality);
Recognize numerals up to 10 and attempt to write them or number-like forms during play and daily activities. <i>MTE-1v</i> Match numerals 1-10 to sets of objects, with guidance and support. <i>MTE-1w</i>	<i>K.NS.3:</i> Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.
Recognize that objects can be counted as part of different groups (forks can be counted alone, or as part of a set of utensils) <i>MTE-1x</i>	Note: While not aligned to a specific Kindergarten standard, both grades do address this abstraction principle.

Goal MTE-1: Children demonstrate a beginning understanding of numbers and quantity during play and other activities.	
Given a number 0-5, count out that many objects. <i>MTE-1y</i>	<i>K.NS.4:</i> Understand the relationship between number and quantity.
State the number of objects in a small collection (1-5) without counting (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). <i>MTE-1z</i>	<i>K.NS.6:</i> Recognize a quantity of up to ten objects in an organized arrangement (subitizing).
Tell what number comes next or what number came before another number when counting 1-5. <i>MTE-1aa</i>	<i>K.NS.4c:</i> Each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.
Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). <i>MTE-1ab</i>	<i>K.NS.9:</i> Identify first through fifth and last positions in a line of objects.

Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). <i>MTE-2d</i>	<i>K.ATO.1:</i> Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations. <i>K.ATO.2:</i> Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.
Show different ways a set of up to five objects can be decomposed (broken apart) or composed (put together) (e.g., 5 objects can be broken into 2 and 3 objects and 2 and 3 can be combined to make 5 objects). <i>MTE-2e</i>	<i>K.ATO.3:</i> Compose and decompose numbers up to 10 using objects, drawings, and equations. <i>K.ATO.4:</i> Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.

Goal MTE-2: Children demonstrate a beginning understanding of numbers and operations during play and other activities.	
	<p><i>K.ATO.5:</i> Add and subtract fluently within 5.</p> <p><i>K.NSBT.1:</i> Compose and decompose numbers from 11–19 separating ten ones from the remaining ones using objects and drawings.</p>

Foundations for Algebraic Thinking

Goal MTE-3: Children demonstrate a beginning understanding of algebraic thinking by sorting, describing, extending, and creating simple patterns during play and other activities.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place like-shaped blocks on the shelf; sort beads by color or another attribute). <i>MTE-3h</i>	<i>K.MDA.3:</i> Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category
Describe, duplicate and extend simple repeating patterns (two-part patterns) using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). <i>MTE-3i</i> Show beginning abilities to create simple repeating patterns. <i>MTE-3j</i>	<i>K.ATO.6:</i> Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.

Foundations for Geometry and Spatial Understanding

Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
Consistently use a variety of words for positions in space (<i>in, on, over, under</i> , etc.), and follow directions using these words. <i>MTE-4l</i>	<i>K.G.1:</i> Describe positions of objects by appropriately using terms, including <i>below, above, beside, between, inside, outside, in front of, or behind</i> .
Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). <i>MTE-4m</i>	<i>K.G.5:</i> Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).

Goal MTE-4: Children begin to identify, describe, classify, and understand shape, size, direction and movement during play and other activities.	
Identify basic 2- and 3-dimensional shapes (square, circle, triangle) in the environment. <i>MTE-4n</i>	<i>K.G.3:</i> Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.
Name basic 2 and 3-dimensional shapes (square, prism, circle, sphere, triangle, pyramid, hexagon), and describe their characteristics using informal descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). <i>MTE-4o</i>	<i>K.G.2:</i> Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere). <i>K.G.4:</i> Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.

Foundations of Measurement and Data Analysis

Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
Use descriptive language for size, length, or weight (short, tall, long, heavy, big). <i>MTE-5k</i>	<i>K.MDA.1:</i> Identify measurable attributes (length, weight) of an object.
Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string). <i>MTE-5l</i> Put a few objects in order by size, length or weight (arrange a group of 3 blocks in order from the shortest to the longest). <i>MTE-5m</i>	<i>K.MDA.2:</i> Compare objects using words such as <i>shorter/longer</i> , <i>shorter/taller</i> , and <i>lighter/heavier</i> .

Goal MTE-5: Children demonstrate a beginning understanding of measurement (the idea of repeating the use of an object to measure) and a beginning understanding of data analysis through comparing, and interpreting data during play and other activities.

Use simple measurement tools with guidance and support to informally measure objects (a ruler, measuring cup, scale). *MTE-5n*

Describe the weather as hot or cold. (Continue to engage in explorations with temperature.) *MTE-5o*

Recognize routines with time passing throughout the day (identifying circle time, snack time, outside play, etc.) *MTE-5p*

Note: While not aligned to a specific Kindergarten math standards, it is important that Older Preschoolers be exposed to measurement tools and the concepts of weather and time.

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Mathematical Thinking and Reasoning

Goal MTE-6: Children use mathematical thinking to solve problems in their everyday environment.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Process Standards
Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies (figure out how to balance a block structure; to build a bridge; to create a pattern with Legos®). <i>MTE-6d</i>	1. Make sense of problems and persevere in solving them. 4. Connect mathematical ideas and real-world situations through modeling.
Use drawing, writing, and concrete materials to represent and communicate a variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates' answers to a survey question). <i>MTE-6e</i>	2. Reason both contextually and abstractly. 5. Use a variety of mathematical tools effectively and strategically
Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have crackers so I got four more.”). <i>MTE-6f</i>	6. Communicate mathematically and approach mathematical situations with precision.
Identify and describe strategies used to complete increasingly difficult puzzles (for example, when completing a floor puzzle, working on the edges first). <i>MTE-6g</i>	3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others. 7. Identify and utilize structure and patterns.

COGNITIVE DEVELOPMENT

Construction of Knowledge: Thinking and Reasoning

Goal CD-1: Children use their senses to construct knowledge about the world around them.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). <i>CD-1l</i></p> <p>Express knowledge gathered through their senses using play, various art forms, language, and other forms of representation. (Show an understanding that one block is heavier than another, that play dough can be modeled into longer and shorter logs, that blocks can be used to represent a telephone). <i>CD-1m</i></p> <p>Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). <i>CD-1n</i></p> <p>Organize and use information through matching, grouping, and sequencing. <i>CD-1o</i></p>	<p>English Language Arts</p> <p><i>K-I. 4.2:</i> With guidance and support, use tools to communicate findings.</p> <p><i>K-I.3.1:</i> With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.</p> <p><i>K-I.3.2:</i> With guidance and support, select information, revise ideas, and record and communicate findings.</p>

Goal CD-2: Children recall information and use it for addressing new situations and problems.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Demonstrate their ability to apply what they know about everyday experiences. <i>CD-2u</i></p> <p>Describe past events in an organized way, including details or personal reactions. <i>CD-2v</i></p> <p>Improve their ability to make predictions and explain why things happen using what they know. <i>CD-2w</i></p> <p>Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. <i>CD-2x</i></p> <p>Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. <i>CD-2y</i></p> <p>Speculate and imagine what might happen next. <i>CD-2z</i></p>	<p>English Language Arts <i>K-RL. 5.2 & RI.5.2:</i> With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.</p> <p><i>K-C. 1.1:</i> Explore and create meaning through play, conversation, drama, and story-telling.</p> <p><i>K-C.2.1:</i> With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.</p> <p><i>K-C.2.2:</i> With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.</p>

Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Use language to identify pretend or fantasy situations (say, “Let’s pretend we’re going on a trip.” “That’s a pretend story.”). <i>CD-3j</i></p> <p>Express understanding that others may have different thoughts, beliefs, or feelings than their own (“I like ketchup and you don’t.”). <i>CD-3k</i></p> <p>Use language to describe their thinking processes with adult support. <i>CD-3l</i></p> <p>Work on a project over several days, solving problems and making their work more elaborate. <i>CD-3m</i></p>	<p>English Language Arts <i>K-C.1.1:</i> Explore and create meaning through play, conversation, drama, and story-telling.</p> <p><i>K-C.1.5:</i> Explain personal ideas and build on the ideas of others by responding and relating to comments made</p> <p><i>K-I. 3.2:</i> With guidance and support, select information, revise ideas, and record and communicate findings.</p>

Creative Expression

Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Express pleasure in different forms of art (express preferences, choose to look at book of photographs or listen to music again). <i>CD-4i</i></p> <p>Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). <i>CD-4j</i></p> <p>Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). <i>CD-4k</i></p>	<p>Dance <i>DK-3.5:</i> Explore dance movements that communicate feelings and ideas.</p> <p>Visual Arts <i>VAK-6.1:</i> Identify connections between the visual arts and content areas across the curriculum. <i>VAK-6.2:</i> Discuss the relationship between visual art and language as a means of storytelling.</p> <p>English Language Arts <i>K-C. 3.2:</i> Use appropriate props, images, or illustrations to support verbal communication.</p>

Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, theater, and dance.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. <i>CD-5r</i></p> <p>Plan and act out scenes based on books, stories, everyday life, and imagination. <i>CD-5s</i></p> <p>Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. <i>CD-5t</i></p> <p>Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). <i>CD-5u</i></p> <p>Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. <i>CD-5v</i></p>	<p>Visual Arts <i>VAK-1.1:</i> Use his or her own ideas in the creation of works of visual art.</p> <p>General Music <i>MGK-1.5:</i> Echo short rhythmic and melodic patterns on classroom instruments and other sound sources. <i>MGK-1.9:</i> Begin to play 2 or more differing rhythm patterns. <i>MGK-5.3:</i> Sing songs and play games representative of daily real-life experiences.</p> <p>Dance <i>DK-1.6:</i> Start, change, and stop movement in response to a rhythm. <i>DK-1.7:</i> Demonstrate kinesthetic awareness through exploration of whole body and body parts in isolation.</p>

Social Connections

Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. <i>CD-6k</i></p> <p>Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. <i>CD-6l</i></p> <p>Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). <i>CD-6m</i></p>	<p>Social Studies</p> <p><i>K-4.1:</i> Compare the daily lives of children and their families in the past and in the present.</p> <p><i>K-2.2:</i> Summarize the roles of authority figures in a child’s life, including those of parents and teachers.</p> <p><i>K-2.3:</i> Identify authority figures in the school and the community who enforce rules and laws that keep people safe, including crossing guards, bus drivers, firefighters, and police officers.</p>

Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Identify and express self as a part of several groups (e.g., family, preschool class, faith community). <i>CD-7e</i></p>	<p>Social Studies</p> <p><i>K-1.3:</i> Identify his or her personal connections to places, including home, school, neighborhood, and city or town.</p>

Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Show acceptance of people who are different from themselves as well as people who are similar. <i>CD-8f</i></p> <p>Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”). <i>CD-8g</i></p> <p>Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). <i>CD-8h</i></p>	<p>Social Studies</p> <p><i>K-4.1:</i> Compare the daily lives of children and their families in the past and in the present.</p> <p><i>K-4.3:</i> Recognize the ways that community businesses have provided goods and services for families in the past and do so in the present.</p> <p><i>K-4.4:</i> Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present.</p>

Goal CD-9: Children explore concepts connected with their daily experiences in their community.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Describe characteristics of the places where they live and play (say, “My house is big and there are trees in my yard.” “The playground has swings and a sandbox.”). <i>CD-9f</i></p> <p>Observe and talk about how people adapt to seasons and weather conditions (put on sunscreen on sunny days, wear rain gear). <i>CD-9h</i></p> <p>Show awareness of the basic needs all families have (food, shelter, clothing) and how needs are met (work, help each other). <i>CD-9i</i></p> <p>Demonstrate positive social behaviors and take personal responsibility as a member of a group (share, take turns, follow rules, take responsibility for classroom jobs). <i>CD-9j</i></p>	<p>Health</p> <p><i>G-K.1.3:</i> Name ways children grow and change.</p> <p>Science</p> <p><i>K.S.1A.1:</i> Ask and answer questions about the natural world using explorations, observations, or structured investigations.</p> <p><i>K.E.3A.2:</i> Develop and use models to predict seasonal weather patterns and changes.</p> <p><i>K.E.3A.3:</i> Obtain and communicate information to support claims about how changes in seasons affect plants and animals.</p> <p>Social Studies</p> <p><i>K-4.4:</i> Recognize that families of the past have made choices to fulfill their wants and needs and that families do so in the present.</p>

Scientific Exploration and Knowledge

Goal CD-10: Children observe and describe characteristics of living things and the physical world.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). <i>CD-10k</i></p> <p>Notice and react to the natural world and the outdoor environment. <i>CD-10l</i></p> <p>Describe some things plants and animals need to live and grow (sunlight, water, food). <i>CD-10m</i></p> <p>Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). <i>CD-10n</i></p> <p>Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. <i>CD-10o</i></p> <p>Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). <i>CD-10p</i></p> <p>Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees).<i>CD-10q</i></p>	<p><i>K.S.1A.1:</i> Ask and answer questions about the natural world using explorations, observations, or structured investigations.</p> <p><i>K.S.1A.2:</i> Develop and use models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.</p> <p><i>K.S.1A.3:</i> With teacher guidance, conduct structured investigations to answer scientific questions, test predictions and develop explanations: (1) predict possible outcomes, (2) identify materials and follow procedures, (3) use appropriate tools or instruments to make qualitative observations and take nonstandard measurements, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.</p> <p><i>K.S.1A.6:</i> Construct explanations of phenomena using (1) student-generated observations and measurements, (2) results of investigations, or (3) data communicated in graphs, tables, or diagrams.</p> <p><i>K.S.1A.8:</i> Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions about the natural world, (2) understand phenomena, (3) develop models, or (4) support explanations. Communicate observations and explanations using oral and written language.</p> <p><i>K.S.1B.1:</i> Construct devices or design solutions to solve specific problems or needs: (1) ask questions to identify problems or needs, (2) ask questions about the criteria and constraints of the devices or solutions,</p>

Goal CD-10: Children observe and describe characteristics of living things and the physical world.	
	(3) generate and communicate ideas for possible devices or solutions, (4) build and test devices or solutions, (5) determine if the devices or solutions solved the problem, and (6) communicate the results.

Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.	
Older Preschoolers 48 to 60+ months	5K SC-CCR Standards
<p>Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. <i>CD-11n</i></p> <p>Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). <i>CD-10o</i></p> <p>Compare objects, materials, and phenomena by observing and describing their physical characteristics. <i>CD-11p</i></p> <p>Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). <i>CD-10q</i></p> <p>Make and check predictions through observations and experimentation, with adult support and guidance. <i>CD-11r</i></p> <p>Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). <i>CD-11s</i></p> <p>Engage in the scientific process by observing, making predictions, recording predictions (through photographs, drawings or dictations), developing plans for testing hypotheses, trying out ideas and communicating outcomes. <i>CD-11t</i></p>	<p><i>K.S.1A.2:</i> Develop and use models to (1) understand or represent phenomena, processes, and relationships, (2) test devices or solutions, or (3) communicate ideas to others.</p> <p><i>K.S.1A.3:</i> With teacher guidance, conduct structured investigations to answer scientific questions, test predictions and develop explanations: (1) predict possible outcomes, (2) identify materials and follow procedures, (3) use appropriate tools or instruments to make qualitative observations and take nonstandard measurements, and (4) record and represent data in an appropriate form. Use appropriate safety procedures.</p> <p><i>K.S.1A.4:</i> Analyze and interpret data from observations, measurements, or investigations to understand patterns and meanings.</p> <p><i>K.S.1A.5:</i> Use mathematical thinking to (1) recognize and express quantitative observations, (2) collect and analyze data, or (3) understand patterns and relationships.</p> <p><i>K.S.1A.6:</i> Construct explanations of phenomena using (1) student-generated observations and measurements, (2) results of investigations, or (3) data communicated in graphs, tables, or diagrams.</p>

Goal CD-11: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

Analyze the result of an attempted solution and use new information to solve a problem (e.g. after observing a paper boat sinking in the water, making a new boat out of a different material to see if it would float). *CD-11u*

K.S.IA.7: Construct scientific arguments to support explanations using evidence from observations or data collected.

K.S.IA.8: Obtain and evaluate informational texts, observations, data collected, or discussions to (1) generate and answer questions about the natural world, (2) understand phenomena, (3) develop models, or (4) support explanations. Communicate observations and explanations using oral and written language.

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References

Pre-kindergarten: What the research shows. (2007, March). Retrieved May 11, 2017, from <http://www.centerforpubliceducation.org/Main-Menu/Pre-kindergarten/Pre-Kindergarten/Pre-kindergarten-What-the-research-shows.html>

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